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Sixth Teacher Evaluation and Pre-post Test Results of the Jackson County Adult Evening High School Completion Program.

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The evaluation of the Jackson County Adult Evening High School Completion Program was based on pre- and posttests of 30 teachers who responded to questions arranged in subject areas. Returns showed that: (1) Most teachers do not recognize a need for inservice training. (2) Coordination of the course study in English classes, help on methods and materials, and exchange of ideas are seen as the areas of greatest need: (3) Most teachers do not encounter serious problems: (4) Suggestions for improvement are somewhat limited from an administrative point of view: (5) Adults learn more in a short period than do regular high school students. (nl)

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Sixth Teacher Evaluation and Pre-post Test Results of the Jackson County Adult Evening High School Completion Program

For the Semester Ending December 18, 1968
With Comments by James R. Gran, Project Adm.

Upon the completion of the 1st semester of the 1968-69 adult school year, teachers in the adult program were again asked to evaluate the program and submit their pre-post test results, if tests were used.

A total of thirty classes were taught during the first semester, five at Bellevue, six at Miles, and nineteen at Maquoketa. Ten classes did not use pre-post tests. These were mostly elective classes which do not lend themselves well to standardized pre-post testing.

A total of thirty evaluation forms were distributed to the teachers and thirty returned for a 100% return.

The results of the evaluation and pre-post tests follow and are tabulated by subject areas.

Question #1. Is there a need for in-service training for teachers of adult classes?

Responses by subject area:

Bookkeeping - 2 sections

Yes	0
No	2

Consumer Economics - 1 section

Yes	0
No	1

English 10 - 3 sections

Yes	1
No	2

English 11 - 3 sections

Yes	1
No	2

Government - 3 sections

Yes	1
No	1
No response	1

History (American) - 4 sections

Yes	2
No	2

Home Economics - 1 section

Yes	0
No	0
No response	1

Math - 3 sections

Yes	1
No	2

Science - 3 sections

Yes	1
No	2

Shop (Metal) - 1 section

Yes	1
No	0

Shop (Wood) - 2 sections

Yes	0
No	2

Shorthand - 1 section

Yes	0
No	1

Typing - 3 sections

Yes	0
No	3
YES	8
NO	20
NO RESPONSE	2
TOTAL RESPONSES	30

Question # 1a. If yes, what kind of in-service training is needed the most?

Responses by subject area:

English 10. - I feel that the English teachers should meet and work out a course of study. 1

English II. - Possibly to coordinate what each teacher feels is necessary to teach. 1

Government - Help on methods, materials, etc.-what has been successful. 1

History (American) - Meetings to discuss problems and solutions. 1

Exchange of ideas among all the teachers in the program, conducted with definite plans and leadership. 1

Math - Discuss the differences in teaching adults. 1

Science - The introductory meeting we now have is adequate. 1

Shop (Metal) - Type of activities wanted taught. 1

Total yes responses in #1 8

Question #2. Activity (ies) you found to be most helpful and interesting to your students in your teaching of this subject?

Responses by subject area:

Bookkeeping - 2 sections

Audio-visual aids	2
Blackboard work by students	1
*Blackboard work by teacher	1
*Classroom demonstrations (illustrations) by teachers	1
*Classroom discussion by student and teacher	1
*Explanations on the blackboard by the teacher	1
Explanations by the teacher (oral)	1
HOmework assignments	1
Tests or quizes	1
*Workbook assignments	1
Total responses	11

Consumer Economics - 1 section

Blackboard work by teacher	1
Book reports - oral	1
Classroom demonstrations (illustrations) by teachers	1
*Classroom discussion by student and teacher	1
Explanations on the blackboard by the teacher	1
*Guest (visiting) speakers	1
Homework assignments	1
Lectures by the teacher	1
Total responses	8

English 10 - 3 sections

Audio-visual aids	2
Blackboard work by students	1
Blackboard work by teacher	2
Book reports - written	1
Classroom demonstrations (illustrations) by teachers	1
*Classroom discussion by student and teacher	2
*Explanations on the blackboard by teacher	2
*EXplanations by the teacher (oral)	1
Guest (visiting) speakers	1
*Outside reading of novels or short stories	2
Review of subject prior to testing	1
*Workbook assignments	2
Total responses	18

English II - 3 sections

Audio-visual aids	2
Blackboard work by teacher	2
Book reports - oral	1
Classroom demonstrations (illustrations) by teacher	1
*Classroom discussion by student and teacher	3
*Explanations on the blackboard by the teacher	2
*Explanations by the teacher (oral)	3

Guest (visiting) speakers	1
Outside reading of novels or short stories	2
*Workbook assignments	1
Other: I would say that no one activity was more interesting than another. The class seemed to enjoy all the activities. They were especially interested in the T.V. programs we had, and outside speakers.	1
Total responses	19

Government - 3 sections

*Audio-visual aids	3
Blackboard work by teacher	1
Classroom demonstrations (illustrations) by teachers	3
*Classroom discussion by student and teacher	3
Explanations on the blackboard by the teacher	3
*Explanations by the teacher (oral)	2
Field trips	1
*Guest (visiting) speakers	2
Homework assignments	2
Lectures by the teacher	2
Outside reading assignments	1
Outside reading of current events	1
*Review of subject prior to testing	2
Tests or quizes	1
Workbook assignments	2
Total responses	29

History (American) - 4 sections

*Audio-visual aids	4
Blackboard work by students	1
Blackboard work by teacher	3
Book reports - oral	1
Classroom demonstrations (illustrations) by students	1
Classroom demonstrations (illustrations) by teachers	1
*Classroom discussion by student and teacher	4
Explanations on the blackboard by the teacher	2
*Explanations by the teacher (oral)	1
Guest (visiting) speakers	1
Lectures by the teacher	1
Outside reading assignments	2
Outside reading of current events	2
Student speeches	1
Tests or quizes	1
*Workbook assignments	1
Total responses	27

Home Economics - 1 section

Audio-visual aids	1
Blackboard work by teacher	1
*Classroom demonstrations (illustrations) by teachers	1
*Classroom discussion by student and teacher	1
Experiments in the classroom	1
Guest (visiting) speakers	1
Other:	
Visual aids - samples of different sewing techniques - such as steps in putting in zipper - different seam finishes different types of hems - different types of stitches and so on. Also pictures of rooms to show use of color, designs, and so on in home decoration.	1
Total responses	7

Math - 3 sections - 2 reporting

*Blackboard work by teacher	3
*Classroom demonstrations (illustrations) by teachers	2
*Classroom discussion by student and teacher	2
*Explanations on the blackboard by the teacher	3
*Explanations by the teacher (oral)	2
Homework assignments	1
Lectures by the teachers	1
Outside reading assignments	1
Tests or quizes	1
Total responses	16

Science - 3 sections

*Audio-visual aids	3
Blackboard work by teacher	1
*Classroom demonstrations (illustrations) by teachers	2
*Classroom discussion by student and teacher	2
*Experiments in the classroom	3
Explanations on the blackboard by the teacher	2
Explanations by the teacher (oral)	1
Field trips	2
*Microscope use	3
Student speeches	1
Tests or quizes	1
Other:	
Tests or quizes and outside reading of current events	1
Total responses	22

Shop (Metal) - 1 section

*Classroom demonstrations (illustrations) by teachers	1
*Classroom discussion by student and teacher	1
Experiments in the classroom	1
Outside reading assignments	1
Total responses	4

Shop (Wood) - 2 sections

Blackboard work by teacher	1
Classroom demonstrations (illustrations) by students	1
*Classroom demonstrations (illustrations) by teachers	2
*Classroom discussion by student and teacher	1
*Explanations on the blackboard by the teacher	1
*Explanations by the teacher (oral)	1
Lectures by the teacher	1
Total responses	8

Shorthand - 1 section

Blackboard work by the teacher	1
Classroom demonstrations (illustrations) by the teacher	1
Classroom discussion by student and teacher	1
Explanations on the blackboard by the teacher	1
Explanations by the teacher (oral)	1
Homework assignments	1
Outside reading assignments	1
Workbook assignments	1
Total responses	8

Typing - 3 sections

Audio-visual aids	2
Blackboard work by teacher	2
Classroom demonstrations (illustrations) by teachers	2
*Classroom discussion by student and teacher	1
*Explanations on the blackboard by the teacher	2
*Explanations by the teacher (oral)	1
HOmework assignments	1
Tests or quizes	1
Workbook assignments	1
Other:	
Intensive drill sheets	1
Total responses	14

*The asterisks marks those activities which students also frequently mentioned as <u>most</u> helpful.

The totals do not agree with the number of sections (teachers responding) since most listed more than one activity.

Question #3. Activity (ies) found to be least helpful and interesting to your students in your teaching of this subject?

Responses by subject area:

Bookkeeping - 2 sections

Lectures by the teacher		1
Don't know		1
	Total responses	2

Consumer Economics - 1 section

No response		1
	Total responses	1

English 10 - 3 sections

Field trips		1
Guest (visiting) speakers		1
HOmework assignments		1
Lectures by the teacher		1
Outside reading assignments		1
	Total responses	5

English 11 - 3 sections

Audio-visual aids		1
Blackboard work by students		1
Book reports - written		1
Classroom demonstrations (illustrations) by students		1
Homework assignments		1
Student speeches		1
	Total responses	6

Government - 3 sections

Classroom demonstrations (illustrations) by students		1	1
Homework assignments		1	
Outside reading assignments		1	
Outside reading of current events		1	
Tests or quizes		2	
	Total responses	6	

History (American) - 4 sections

Book reports - written		1
Book reports - oral		1
Classroom demonstrations (illustrations) by students		1
Homework assignments		3
Lectures by the teacher		2
Student speeches		1
Tests or quizes		2
Workbook assignments		3
	Total responses	14

Home Economics - 1 section

Outside reading assignments - students seemed to lack the time for even getting an ordinary reading assignment done.	1
Total responses	1

Math - 3 sections - 2 reporting

Homework assignments	1
No response	2
Total responses	3

Science - 3 sections

Blackboard work by students	1
Book reports - written	1
Book reports - oral	1
Explanations by the teacher (oral)	2
Homework assignments	2
Lectures by the teacher	1
Outside reading assignments	1
Outside reading of novels or short stories	1
Student speeches	1
Tests or quizes	1
Workbook assignments	1
Total responses	13

Shop (Metal) 1 section

Blackboard work by students	1
Blackboard work by teacher	1
Book reports - written	1
Book reports - oral	1
Homework assignments	1
Microscope use	1
Outside reading of novels or short stories	1
Review of subject prior to testing	1
Student speeches	1
Tests or quizes	1
Workbook assignments	1
Total responses	11

Shop (Wood) - 2 sections

Homework assignments	1
No response	1
Total responses	2

Shorthand - 1 section

No response	1
Total responses	1

Typing - 3 sections

Lectures by the teacher	1
No activities were least helpful	1
No response	1
Total responses	3

The totals in this question do not agree with the number of sections (teachers responding) since most checked more than one activity least helpful.

Question #4. Problem(s) you encountered in this class the past semester, as a teacher?

Responses by subject area:

Bookkeeping - 2 sections

Getting a few to do their assignments	1
Teaching two different sections in bookkeeping in the same room, same nights - because of the lack of time to work with each group.	1
Total responses	2

Consumer Economics - 1 section

One student sometimes controlled the discussion and at times it was difficult to return control back to the teacher. Some students were bored or irritated by this student.	1
Total responses	1

English 10 - 3 sections

Attendance was a problem with several of the students until I spoke to them about it. The problem of individual differences was again present. Luckily, the class was small which did help solve this problem.	1
No response	1
None (no problem)	1
Total responses	3

English II - 3 sections

Remedial reading would be a benefit to several people in this class.	1
No response	1
None (no problems)	1
Total responses	3

Government - 3 sections

Reluctance to do reasonable home assignments	1
None (no problems)	2
Total responses	3

History (American) - 4 sections

Subject matter too lengthy to be covered in time limit	1
No response	1
None (no problem)	2
Total Responses	4

Home Economics - 1 section

In our discussion periods we would quite often get off the topic being discussed. However, about half the time, what we would get off on to would be of some other area of Home Economics. So maybe we were studying the wrong areas.	1
Total responses	1

Math - 3 sections

None (no problem)	3
Total responses	3

Science - 3 sections

Rate of absenteeism was higher than desired	1
None (no problem)	2
Total responses	3

Shop (Metal) - 1 section

Keeping students working after getting beginning projects done.	1
Total responses	1

Shop (Wood) - 2 sections

None (no problem)	2
Total responses	2

Shorthand - 1 section

None (no problem)	1
Total responses	1

Typing - 3 sections

The problem I had seemed to be that about three of the five students had no typing before. It was slow and difficult for them to keep up with the others.	1
No response	1
None (no problems)	1
Total responses	3

Very few problems were encountered by the teachers in these adult classes. None of these few problems appear to be of a serious nature.

Question #5. In what way(s) do you think this class might be improved?

Responses by subject area:

Bookkeeping - 2 sections

No response	1
None (no way to improve)	1
Total responses	2

Consumer Economics - 1 section

All the guest speakers did not make it, but feel this would have added some.	1
Total responses	1

English 10 - 3 sections

We started with eight members, two dropped out. I feel 8-10 is a good number and creates more interest.	1
Perhaps the use of audio-visual aids to a greater degree - correlating the format of teaching English 10 & 11	1
No response	1
Total responses	3

English 11 - 3 sections

Give grades, real grades. Grades motivate	1
I had ordered some books for the class to read. These books did not arrive. I'm sure they would have enjoyed discussing and reading these books.	1
Programmed instruction in grammar, spelling and reading	1
Total responses	3

Government - 3 sections

Concentrating in a smaller area - we simply tried to cover too much - the new text should be very good.	1
None (no way to improve)	2
Total responses	3

History (American) - 4 sections

At start of class determine what areas of history the students are interested in.	1
I think history should be divided into two parts - (1) up to the civil war (2) civil war to modern day - if scheduling would permit it, allow students to choose their period of interest.	1
Starting the course with the civil war.	1
I think a good paperback booklet which summarizes the historical periods from 1600-1865 and 1865-1960 would be very beneficial to the students.	1
Total responses	4

Home Economics - 1 section

No response 1

Total responses 1

Math - 3 sections - 2 reporting

A math class demands a lot of time with homework - but this is a problem with an adult class. Next time I will allow more time in class for homework. 1
None (no way to improve) 2

Total responses 3

Science - 3 sections

Modular scheduled night class? Impossible? 1
More laboratory work 1
This class could have been improved by a larger number of people. It was difficult to have discussion with just four people. 1

Total responses 3

Shop (Metal) - 1 section

None (no way to improve) 1

Total responses 1

Shop (Wood) - sections

None (no way to improve) 2

Total responses 2

Shorthand - 1 section

None (no way to improve) 1

Total responses 1

Typing - 3 sections

Screening students, those in advanced typing should have previous typing. 1
No response 2

Total responses 3

Some interesting suggestions were made by some of the teachers for ways in which their classes might be improved. Most of these suggestions can be implemented by the classroom teacher.

The only suggestion I question was the one suggesting "real grades" be given because they motivate. I would prefer to do away with grades altogether rather than go back to traditional ABCD type of grading.

Question #6. Additional comments you might like to make that have not been covered by this questionnaire?

Responses by subject area:

Bookkeeping - 2 sections

No response	1
None (no comment)	1
Total responses	2

Consumer Economics - 1 section

No response	1
Total responses	1

English 10 - 3 sections

Thanks for giving me the opportunity to teach in the adult night school program. I'm sure I would continue were it not for my added load. I've enjoyed working with adults and have found it to be a rewarding experience, indeed! Thanks again!	1
No response	1
None (no comment)	1
Total responses	3

English II - 3 sections

No response	1
None (no comment)	2
Total responses	3

Government - 3 sections

Very enjoyable assignment to teach in adult school. A sharp, alert group of students.	1
None (no comment)	2
Total responses	3

History (American) - 4 sections

Students showed a definite interest especially in the 20th century. Several would like to purchase textbooks.	1
I enjoyed teaching the adults and I hope the opportunity is present to continue.	1
Students are not too enthused over workbook materials in American History.	1
No response	1
Total responses	4

Home Economics - 1 section

I think the students learned more in the sewing unit than in the other. They seemed more interested in sewing.	1
Total responses	1

Shop (Metal) - 1 section

None (no comment)

Total responses 1/1

Shop (Wood) - 2 sections

No
None (no comment)

Total responses 2/2

Shorthand - 1 section

Aptitude test to be given before starting class. English grades would help. (Transcription depends 90% on the English background!)

Total responses 1/1

Typing - 3 sections

No response
None (no comment)

Total responses 2 + 1 = 3

The comments that are made are self-explanatory. Over half made no comment or did not respond to this question. Most of those who did comment made favorable remarks about their students or classes.

The following sections of this report lists the details of the pre-post test results.

The following classes, or sections of classes, did not make use of pre-post tests:

One section of Bookkeeping
One section of Consumer Economics
One section of Home Economics
One section of Metal Shop
Two sections of Wood Shop
One section of Shorthand
Three sections of Typing

These subjects do not lend themselves well to standardized achievement tests.

The other twenty classes did make use of either the stanford achievement tests - Advanced Battery, the Crary American History Test, textbook tests, or teacher-made tests.

It should be mentioned that a comparison of the scores made by adults on the Crary American History Test, and regular high school students in American History will be made to determine how the scores compare, This study will have to be delayed until the end of the regular school year..

Stanford Achievement tests, although used, do not reflect class gains accurately for at least two reasons: (One) the top limit is 12.9 - hence scores reported at 12.9 may actually exceed this limit. (Two) The tests are not designed for any particular class - hence it may test for some things which have not been taught, and/or it may not test for some things which have been stressed in a particular class.

It is most interesting to note, that in spite of the shortcomings of the Stanford Achievement Test Battery, the average grade equivalent growths were:

English 10	1.6 grades
English 11	.7 grades
Math	1.7 grades
Science	1.0 grades

This indicates, I believe, that adults do achieve more in a shorter period of time than do teen-agers.

Pre-post test results by subject areas

Subject: Bookkeeping
Name of test: Teacher made
Scores reported: Raw scores - # right
Highest Score Possible 150

Teacher: M
Form of test: Pre ___ Post ___
Dates given: Pre 9-11-68
Post 12-18-68

Student	Pre	Post	Gain or Loss
1	60	117	57
2	51	75	24
3	52	63	11
4	66	92	26
5	56	75	19
6	102	98	- 4
7	120	142	22
TOTALS	507	662	155
		Average Gain	22.14

Pre-test		Post-test	
Mean	72.4	Mean	94.5
Median	66	Median	92
Mode	none	Mode	none
Range	60-120	Range	117-142

Subject; English 10 Teacher M
Name of test: Stanford Achievement Advanced Form of test: Pre W Post X
Scores reported: Grade Equivalent Dates given: Pre 9-11-68
Highest Score Possible 12.9 Post 12-18-68

Student	Pre-test		Post-test		Gain or Loss	
	Spelling	Language	Spelling	Language	Spelling	Language
1	7.4	4.9	8.0	4.9	.6	0
2	12.7	10.0	10.8	10.9	- .9	.9
3	8.6	7.7	11.1	7.9	2.5	.2
4	12.0	6.5	12.0	8.2	0	1.7
5	11.8	11.2	12.2	12.1	.4	.9
6	8.4	12.2	11.6	12.5	3.2	.3
7	11.8	6.4	11.7	7.3	- .1	.9
8	7.4	7.1	5.9	6.1	-1.5	-1.0
9	10.8	8.4	10.4	9.9	- .4	1.5
10	11.1	10.4	10.6	11.3	- .5	.9
11	12.9	8.8	12.5	10.6	- .4	1.8
TOTALS	114.9	93.6	117.8	101.7	2.9	8.1
				Average gains	.26	.74
				Average Combined gains		.5

	Pre-test		Post-test	
	Spelling	Language	Spelling	Language
Mean	10.4	8.5	10.7	9.2
Median	11.1	8.4	11.6	9.9
Mode	none	none	none	none
Range	7.4-12.9	4.9-12.2	5.9-12.5	4.9-12.5

Subject: English 10
Name of Test: Stanford Achievement-Adv.
Scores reported: Grade Equivalent
Highest possible score: 12.9

Teacher: J
Form of Test: Pre W Post X
Dates given: Pre 9-11-68
Post 12-11-68

Student	Pre-Test		Post-test		Gain or Loss	
	Spelling	Language	Spelling	Language	Spelling	Language
1	6.8	5.6	9.0	9.8	2.2	4.2
2	5.9	8.0	8.6	10.4	1.7	2.4
3	8.6	10.0	11.3	11.9	2.7	1.9
4	10.8	6.3	11.9	6.8	1.1	.5
TOTALS	32.1	29.9	40.8	38.9	7.7	9.0
			Average gains		1.93	2.25
			Average Combined gains			2.09

	Pre-test		Post-test	
	Spelling	Language	Spelling	Language
Mean	8.0	7.5	10.2	9.7
Median	7.7	7.2	10.1	10.1
Mode	none	none	none	none
Range	5.9-10.8	5.6-10.0	8.6-11.9	6.8-11.9

Four students not listed - pre-test scores only.

Subject: English 10
Name of test: Stanford Achievement-Adv.
Scores reported: Grade Equivalent
Highest possible score: 12.9

Teacher: T
Form of test: Pre W Post X
Dates given: 9-11-68 - Pre
12-18-68 - Post

Student	Pre-test		Post-test		Gain or Loss	
	Spelling	Language	Spelling	Language	Spelling	Language
1	4.4	5.3	9.6	7.1	5.2	1.8
2	5.1	4.9	9.9	7.1	4.8	2.2
3	10.8	7.2	11.8	8.0	1.0	.8
4	9.6	7.0	10.6	10.6	1.0	3.6
5	8.4	7.5	12.5	10.7	4.1	3.2
6	11.3	7.6	12.0	10.2	.7	2.6
7	6.6	4.5	9.6	5.6	3.0	1.1
8	6.4	7.0	11.6	10.1	5.2	3.1
9	7.8	10.4	11.9	10.3	4.1	- .1
TOTALS	70.4	61.4	99.5	79.7	29.1	18.3
			Average gains		3.23	2.03
			Average Combined gain			2.63

	Pre-test		Post-test	
	Spelling	Language	Spelling	Language
Mean	7.8	6.8	11.1	8.8
Median	7.8	7.0	11.6	10.1
Mode	none	none	none	none
Range	4.4-11.3	4.5-10.4	9.6-12.5	5.6-10.7

Subject: English 11
Name of test: Stanford Achievement-Adv.
Scores reported: Grade Equivalent
Highest Possible Score: 12.9

Teacher: L
Form of test: Pre W Post X
Dates given: Pre 9-11-68
Post 12-18-68

Student	Pre-test Spelling	Pre-test Language	Post-test Spelling	Post-test Language	Gain or Loss Spelling	Gain or Loss Language
1	12.9	11.8	12.9	12.3	.0	.5
2	11.5	10.0	12.0	11.3	.5	1.3
3	5.1	4.4	8.0	8.2	2.9	3.8
4	9.6	7.0	11.1	10.2	1.5	3.2
5	6.6	5.3	5.7	6.6	- .9	1.3
6	12.8	8.5	12.9	10.8	.1	2.3
7	12.2	11.0	12.4	10.5	.2	- .5
8	7.8	9.6	9.9	11.1	2.1	1.5
9	11.7	8.8	12.7	9.0	1.0	.2
10	7.4	5.2	7.4	6.5	0	1.3
11	5.9	5.4	5.7	7.3	- .2	1.9
TOTALS	103.5	87.0	110.7	103.8	7.2	16.8
			Average gains		.65	1.53
			Combined average gains			1.09

	Pre-test Spelling	Pre-test Language	Post-test Spelling	Post-test Language
Mean	9.4	7.9	10.1	9.4
Median	9.6	8.5	11.1	10.2
Mode	none	none	none	none
Range	5.1-12.9	4.4-11.8	5.7-12.9	6.5-12.3

One student not listed - post-test score only.

Subject: English 11
Name of test: Stanford Achievement-Adv.
Scores reported: Grade Equivalent
Highest possible score: 12.9

Teacher: O
Form of test: Pre W Post X
Date given: Pre 9-11-68
Post 12-11-68

Student	Pre-test Spelling	Pre-test Language	Post-test Spelling	Post-test Language	Gain or Loss Spelling	Gain or Loss Language
1	7.9	10.6	9.0	10.2	1.1	- .4
2	9.3	6.3	8.2	6.6	- 1.1	.3
3	12.9	12.9	12.4	12.9	- .5	0
4	7.8	7.3	9.6	6.2	1.8	-1.1
5	12.7	11.4	12.9	11.8	.2	.4
6	12.9	11.9	12.8	12.1	- .1	.2
7	7.0	6.6	9.4	7.9	2.4	1.3
8	11.6	7.1	12.5	8.9	.9	1.8
9	4.6	6.9	4.8	7.3	.2	.4
TOTALS	86.7	81.0	91.6	83.9	4.9	2.9
			Average gains		.54	.32
			Average Combined gain			.43

	Pre-test Spelling	Pre-test Language	Post-test Spelling	Post-test Language
Mean	9.6	9.0	10.2	9.3
Median	9.3	7.3	9.6	8.9
Mode	none	none	none	none
Range	4.6-12.9	6.3-12.9	4.8-12.9	6.2-12.9

Two students not listed - pre-test scores only.

Subject: English 11
Name of Test: Stanford Achievement-Adv.
Scores reported: Grade Equivalent
Highest possible score: 12.9

Teacher: D
Form of test: Pre W Post X
Dates given: Pre 9-11-68
Post 12-18-68

Student	Pre-test Spelling	Pre-test Language	Post-test Spelling	Post-test Language	Gain or Loss Spelling	Gain or Loss Langua
1	11.7	10.9	12.6	11.8	.9	.9
2	11.1	10.9	11.5	11.4	.4	.5
3	12.8	10.5	12.9	11.4	.1	.9
4	5.9	5.3	8.0	4.6	2.1	- .7
5	8.0	5.7	8.6	5.8	.6	.1
6	6.8	8.6	9.3	8.6	2.5	0
7	12.7	11.5	12.9	12.9	.2	1.4
8	11.6	6.5	11.8	8.6	.2	2.1
9	11.1	8.8	12.7	9.0	1.6	.2
10	7.6	9.3	7.0	9.0	- .6	- .3
11	9.3	11.4	9.9	11.5	.6	.1
TOTALS	108.6	99.4	117.2	104.6	8.6	5.2
			Average gains		.78	.4
			Average combined gains			.6

	Pre-test Spelling	Pre-test Language	Post-test Spelling	Post-test Language
Mean	9.9	9.0	10.7	9.5
Median	11.1	9.3	11.5	9.0
Mode	none	none	none	none
Range	5.9-12.8	5.3-11.5	7.0-12.9	4.6-12.9

Two students not listed - pre-test scores only.

Subject: Government
Name of test: Textbook - Ginn
Scores reported: Raw scores # right
Highest possible score: 50

Teacher: Z
Form of test: Pre Same Post Same
Dates given Pre 9-11-68
Post 12-18-68

Student	Pre-test	Post-test	Gain or Loss
1	6	33	27
2	4	37	33
3	7	35	28
4	9	30	21
5	16	33	17
6	10	30	20
7	7	40	33
8	17	33	16
9	15	26	11
10	4	31	27
11	11	33	22
TOTALS	106	361	255
		Average gain	23+

	Pre-test	Post-test
Mean	9.6	32.8
Median	10.0	33
Mode	none	none
Range	4-17	26-40

Subject: Government
Name of test: Textbook -Magruder
Scores reported: Raw scores # right
Highest possible score: 135

Teacher: L
Form of test: Pre same Post same
Dates given: Pre 9-11-68
Post 12-18-68

Student	Pre-test	Post-test	Gain or Loss
1	77	124	47
2	92	130	38
3	65	108	43
4	59	87	28
5	66	133	67
6	74	113	39
7	69	120	51
8	51	70	19
9	63	80	17
10	70	84	14
11	72	134	62
12	55	114	59
13	87	111	24
14	62	109	47
15	51	132	81
16	74	114	40
17	70	110	40
18	76	110	34
19	63	78	15
20	57	84	27
TOTALS	1353	2145	792
		Average gains	39.6

	Pre-test	Post-test
Mean	67.6	107.2
Median	67.5	110.5
Mode	none	none
Range	51-92	70-134

Subject: Government
Name of test: Textbook - Magruder
Scores reported: Raw score # right
Highest possible score: 175

Teacher: W
Form of test: Pre Post
Dates given: Pre 9-11-68
Post 12-18-68

Student	Pre-test	Post-test	Gain or Loss
1	86	115	29
2	87	99	12
3	93	111	18
4	67	82	15
5	66	97	31
6	77	93	16
7	77	109	32
8	88	109	21
9	70	95	25
TOTALS	711	910	199
		Average gain	22.1

	Pre-test	Post-test
Mean	79	101.1
Median	77	99
Mode	none	none
Range	66-93	82-115

Subject: American History
Name of test: Crary A.H. teat
Scores reported: Raw score
Highest Possible score: 76

Teacher: S
Form of test: Pre E Post: E
Dates given: Pre 9-11-68
Post 12-18-68

Student	Pre-test	Post-test	Gain or Loss
1	35	42	7
2	27	33	6
3	15	26	11
4	32	44	12
5	31	38	7
6	22	39	17
7	28	31	3
8	15	21	6
9	25	31	6
10	27	26	- 1
11	25	39	14
12	11	48	37
13	7	24	17
TOTALS	300	442	142
		Average gain	10.9

	Pre-test	Post-test
Mean	23	34
Median	25	33
Mode	none	none
Range	7-35	21-48

Three students not listed - post-test scores only.

Subject: American History
Name of test: Crary A.H. test
Scores reported: Raw score # right
Highest possible score: 76

Teacher: K
Form of test: Pre E Post E
Dates given: Pre 9-11-68
Post 12-18-68

Student	Pre-test	Post-test	Gain or Loss
1	25	45	20
2	25	41	16
3	23	37	14
4	27	41	14
TOTALS	100	164	64
		Average gain	16

	Pre-test	Post-test
Mean	25	41
Median	25	41
Mode	none	none
Range	23-27	37-45

Subject: American History
Name of test: Crary A.H. test
Scores reported: Raw scores # right
Highest possible score: 76

Teacher: H
Form of test: Pre E Post E
Dates given: Pre 9-11-68
Post: 12-18-68

Student	Pre-test	Post-test	Gain or Loss
1	41	30	-11
2	35	50	15
3	32	37	5
4	38	49	11
5	31	34	3
6	35	61	26
7	37	61	24
8	25	52	27
9	16	41	25
TOTALS	290	415	125
		Average gain	14

	Pre-test	Post-test
Mean	32	46
Median	35	49
Mode	none	none
Range	16-41	30-61

Subject: Math
Name of test: Stanford Achievement - Adv.
Scores Reported: Equivalent
Highest possible scores - 12.9

Teacher: R
Form of test: Pre W Post X
Dates given: Pre 9-11-68
Post 12-18-68

Student	Pre-test I	Pre-test II	Pre-test III	Post-test I	Post-test II	Post-test III	Gain or Loss I	Gain or Loss II	Gain or Loss III
1	8.0	6.2	7.9	12.1	12.0	10.8	4.1	5.8	2.9
2	6.0	6.4	7.4	7.8	8.5	11.3	1.8	2.1	3.9
3	5.8	6.4	7.6	7.2	8.8	8.5	1.4	2.4	.9
4	11.7	11.2	12.9	12.9	12.2	12.9	1.2	1.0	0
5	7.8	6.6	6.7	8.9	11.1	7.4	1.1	4.5	.7
6	5.8	9.6	11.5	11.7	11.1	12.3	5.9	1.5	.8
7	10.8	12.6	11.9	12.7	12.[illegible]	1[illegible]	1.9	1.1	.[illegible]
8	6.4	6.9	7.4	6.8	7.6	11.1	.4	.7	3.7
9	7.2	6.2	8.5	11.5	9.9	11.6	4.3	3.7	3.1
10	7.2	7.6	7.9	8.6	11.4	10.8	1.4	3.8	2.9
11	7.8	10.5	12.5	12.3	10.3	12.3	4.5	- .2	- .2
TOTALS	84.5	90.2	102.2	112.5	115.6	121.5	28.0	26.4	19.3
Average gains							2.54	2.40	1.75
Combined average gains									2.23

	Pre-test I	Pre-test II	Pre-test III	Post-test I	Post-test II	Post-test III
Mean	7.7	8.2	9.3	10.2	10.5	11.0
Median	7.2	6.9	7.9	11.5	11.1	11.3
Mode	None	none	none	none	none	none
Range	5.8- 11.7	6.2- 12.6	6.7- 12.9	6.8- 12.9	7.6- 12.7	7.4- 12.9

Two student scores not listed - pre-test score only.

Subject: Math
Name of test: Stanford Achievement - Adv.
Scores reported: Grade Equivalent
Highest possible score: 12.9

Teacher: B
Form of test: Pre W Post X
Dates given: Pre 9-11-68
Post 12-18-68

Student	Pre-test I	Pre-test II	Pre-test III	Post-test I	Post-test II	Post-test III	Gain or Loss I	Gain or Loss II	Gain or Loss III
1	7.8	7.2	10.4	8.6	9.2	11.1	.8	2.0	.7
2	8.6	7.8	.7.9	11.9	9.9	9.1	3.3	2.1	1.2
3	5.6	7.2	8.2	9.2	9.9	10.4	3.6	2.7	2.2
4	6.4	4.8	7.4	5.4	4.4	6.7	-1.0	- .4	- .7
5	9.6	11.8	12.9	12.7	12.9	12.5	3.1	1.1	- .4
6	8.0	5.7	9.1	10.8	11.1	10.4	2.8	5.4	1.3
7	5.4	7.4	9.8	6.6	8.2	9.1	1.2	.8	- .7
8	6.4	9.2	11.5	8.6	9.6	7.9	2.2	.4	-3.6
TOTALS	57.8	61.1	77.2	73.8	75.2	77.2	16.0	14.1	0
Average gain							2.0	1.76	0
Average Combined gain									1.00

	Pre-test I	Pre-test II	Pre-test III	Post-test I	Post-test II	Post-test III
Mean	7.2	7.6	9.65	9.2	9.4	9.65
Median	7.1	7.3	9.45	8.9	9.75	9.75
Mode	none	none	none	none	none	none
Range	5.4-9.6	4.8-11.8	7.4-12.9	5.4-12.7	4.4-12.9	6.7-12.5

Subject: Math
Name of test: Stanford Achievement-Adv.
Scores reported: Grade Equivalent
Highest possible score: 12.9

Teacher S
Form of test: Pre W Post X
Dates given: Pre 9-11-68
Post 12-18-68

Student	Pre-test I	Pre-test II	Pre-test III	Post-test I	Post-test II	Post-test III	Gain or Loss I	Gain or Loss II	Gain or Loss III
1	4.8	4.4	7.4	5.1	5.1	8.5	.3	.7	1.1
2	7.8	9.6	11.9	11.7	11.1	12.3	3.9	1.5	.4
3	6.0	6.9	7.6	6.2	8.0	9.8	.2	1.1	2.2
4	8.2	6.9	7.2	12.1	9.6	6.3	3.9	2.7	- .9
5	10.8	7.8	8.2	11.7	11.4	11.1	.9	3.6	2.9
6	5.4	5.7	6.7	6.6	7.2	6.7	1.2	1.5	0
7	6.8	6.9	7.2	9.2	6.9	9.8	2.4	0	2.6
8	6.8	6.9	11.9	12.3	11.1	11.9	5.5	4.2	0
9	7.2	6.9	9.8	11 .5	8.2	11.3	4.3	1.3	1.5
10	8.4	6.6	11.9	11.2	11.1	12.1	2.8	4.5	.2
11	6.8	7.2	8.2	11.2	8.8	10.4	4.4	1.6	2.2
12	7.6	7.8	11.9	11.7	11/1	11.3	4.1	3.3	- .6
13	12.3	12.9	12.7	12.9	12.9	12.7	.6	0	0
14	5.6	5.1	5.7	6.2	6.6	6.3	.6	1.5	.6
TOTAL	104.5	101.6	128.3	139.6	129.1	140.5	35.1	27.5	12.2
Average gain							2.5	1.96	.87
Average combined gain									1.76

	Pre-test I	Pre-test II	Pre-test III	Post-test I	Post-test II	Post-test III
Mean	7.45	7.25	9.16	9.-7	9.22	10.04
Median	7.0	6.9	8.2	11.35	9.2	10.75
Mode	6.8	6.9	11.9	11.7	11.1	none
Range	4.8-12.3	4.4-12.9	5.7-12.7	5.1-12.9	5.1-12.9	6.3-12.7

One student not listed -- pre-test score only.

Subject: Science
Kind of test: Teacher made
Scores reported: Percent
Highest possible score: 100%

Teacher: S
Form of test: Pre- Post
Dates given: Pre 9-11-68
Post 12-18-68

Student	Pre-test	Post-test	Gain or Loss
1	56	60	4
2	48	76	28
3	44	44	0
4	44	40	- 4
5	36	60	24
6	32	56	24
7	32	52	20
8	28	48	20
9	24	40	16
TOTALS	344	476	132
		Average gain	14.7

	Pre-test	Post-test
Mean	38.2	53
Median	36	52
Mode	none	none
Range	24-56	50-60

One student not listed - pre-test score only.

Subject: Science
Name of test: Stanford Achievement
Scores reported: Grade Equivalent
Highest possible score: 12.9

TEacher: J
Form of test: Pre W Post X
Dates given: Pre 9-11-68
Post 12-18-68

Student	Pre-test	Post-test	Gain or Loss
1	4.7	6.0	.1.3
2	11.9	12.6	.7
3	11.4	11.9	.5
4	11.2	11.0	- .2
5	11.6	12/2	.6
6	10.4	10.8	.4
7	8.0	11.6	3. 6
8	12.0	12.2	.2
9	9.0	11.6	2.6
10	9.8	9.8	0
11	10.4	10.6	.2
12	10.4	12.1	1.7
TOTALS	120.8	132.4	11.6
		Average gain	.97

	Pre-test	Post-test
Mean	10.06	11.03
Median	10.4	11.6
Mode	10.4	none
Range	4.7-12.0	6.0-12.6

Summary

1. Most of the teachers in the program do not yet recognize a need for in-service training, but the number who do indicate a need is slowly growing. The teacher who is new to "adult" teaching seems to feel the need more than the experienced "adult" teacher.

   Those who do see a need for inservice training feel the areas of greatest need are: coordinating the course of study in English classes, help on methods, materials, what has been successful, and discussion of problems and solutions (exchange of ideas).

2. In question #2, the activities which the teachers felt to be most helpful should be compared with what the students thought were most helpful. Both the student and teacher evaluations were tabulated by subject areas to make this comparison easy to do. Those with asterisks were also frequently mentioned by student as well as by at least one teacher. Additional student comments were made so the asterisks do not necessarily mean they are the best, but simply one activity which both teachers and students agree to be most helpful.

3. The same comparison should be made in question #3 as in #2, keeping in mind that these refer to least helpful activities. Since most students did not respond to this question no asterisks have been placed beside the responses to this question.

4. Most teachers did not encounter any problems of a serious nature. If a problem was mentioned, it was different than the students problems in the same class because of the different point of view.

5. Suggestions for improvement were somewhat limited from an administrative point of view, although an individual class may profit from some of the suggestions made.

6. Additional comments by the teachers are also limited but in general express their interest in teaching adults.

7. Pre-post test results. Previous comments made will not be repeated but can be re-read if desired at the beginning of the pre-post test section. Suffice it to say that the test evidence seems to support the contention that these adults learn more in a shorter period of time than do regular high school students.

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